

Grange Infant School EYFS Curriculum 2026-2027



Area of Learning	Baseline milestone	End of Autumn term milestone	End of Spring term milestone	End of EYFS milestone (ELG)
Prime:				
Communication and Language				
Listening, attention and understanding	- Follows a series of instructions - Listens to stories and can recall the main events - Contributes to discussions and conversations in small groups and whole class	- Listens carefully at story time and can retain what has been heard and recall key points - Responds to a series of instructions - Responds to a range of questions - Contributes relevant comments in discussions	- Can switch attention from one task to another - Follows complex instructions - Responds to discussions with comments and questions - Is able to listen attentively in school assemblies and recall some of the themes and comments at a later stage	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Speaking	- Engages in conversations with adults and peers - Can speak about things that are happening in their lives	- Communicates confidently with peers and adults - Uses talk to communicate needs, news, feelings and ideas - Uses new vocabulary freely - Uses plurals and some tenses correctly - Can ask questions - Speaks in sentences	- Enjoys being part of conversations and discussions and uses new vocabulary in context - Uses talk in different ways: in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, social and emotional development				
Self-regulation	- Can focus attention in a group situation for a short period of time and can follow a series of instructions - Is able to talk about their own feelings in simple terms e.g. I'm happy/sad and give a reason if upset	- Can identify a range of feelings e.g. scared, excited, angry, nervous, worried - Can focus attention in a whole class group for a teaching session e.g. phonics - Is willing to keep trying if something is difficult or challenging	- Can label and talk about own and others emotions - Can become engrossed in an activity and finds it difficult to switch attention to another task - Responds well to more complex instructions in smaller groups - Completes set challenges/tasks independently - Is able to talk about how something could be improved - Shows pride and can talk about achievements	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing self	- Confident to access the environment with minimal support and follows the rules as part of a routine - Reliably toilet trained and just needs some reminders to wash hands - Some support with fastenings e.g. buttons, zips and removing jumper	- Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability - Perseveres with fastenings on coats/cardigans/shoes - Washes hands without reminders	- More confident to tackle a challenge and with encouragement will keep going - Follows all school and class rules and can talk about their importance - Knows some ways to keep themselves healthy e.g. healthy food choices, brushing teeth	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Can communicate Grange values

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Building relationships	- Can play and communicate with other children as part of a game or activity, without adult support - Can take turns and share, sometimes with adult support - Makes new friends within the unit - Talks to adults to share news or as part of an activity	- Is aware of the needs of others but can find it hard to let others take the lead - Interacts with a variety of children and is building good relationships with adults and other children - Is able to identify when another child is upset and respond appropriately	- Can co-operate with others, listening and sharing ideas and will listen to advice on how to solve disagreements - Uses words to solve conflicts - Takes turns in group activities - Identifies how others feel and responds appropriately	- Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.
Physical development				
Gross motor skills	- Has good balance and co-ordination when negotiating space, equipment and other people - Is able to build with large construction resources - Uses trikes confidently - Uses brooms to brush and small spades to dig in sand and soil	- Uses a range of ways to move e.g. jumping, hopping, sliding - Can climb over, under and through obstacles e.g. large construction obstacle courses - Is able to plan, build and improve with large construction resources - Can do the physical positions of kinetic letters e.g. strong gorilla, lying lizard	- Can throw, kick, pass and catch a large ball - Able to balance on and off equipment - Can jump and land safely from a piece of equipment - Can make some gymnastic shapes e.g. star, tuck, straight	- Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing - Is confident with some Kinetic letter positions
Fine motor skills	- Can use scissors to make snips in paper and holds scissors in one hand - Can retrace letter patterns e.g. mmmmm, cccccccc, eeeeeeee, vvvvvvv - Can copy some recognisable letter shapes from their name - Uses drawing equipment to draw a figure that represents themselves or another person	- Often chooses to draw, representing recognisable objects or shapes - Uses scissors to cut along lines, holding scissors in the correct position - Is able to mould and shape malleable materials using fingers and tools - Uses smaller construction resources e.g. lego - Holds pencil in fingers rather than whole hand grasp - Shows a preference for a dominant hand - Is able to thread beads onto string to create a piece of jewellery	- Sits comfortably at a table to write - Attempts to use a tripod grip with some consistency - Uses scissors to cut round more complex shapes e.g. split pin characters	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing - Holds a pencil in tripod grip
Specific:				
Literacy				
Comprehension	- Enjoys listening to stories and can retell a simple story using story vocabulary using visual clues e.g. talking through a familiar book or using props such as a story map or puppets - Joins in with familiar rhymes or songs	- Has a love of stories and listens attentively at story time - Enjoys talking to other about favourite stories - Is able to talk about the main events in a story and predict what might happen next - Can re tell a story using role play, small world and story maps – may create their own simple maps	- Has a good understanding of story structure and can re tell and make up stories using vocabulary that has been learnt - Identifies non-fiction texts, remembering learnt facts	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word reading	- Can discriminate between single sounds - Beginning to recognise own name - Can hear and say the initial sound in a word	- Can match all speed sounds set 1 graphemes and phonemes - Can segment and blend CVC words - Beginning to read some 'Gruffalo' words e.g. I, the, he, she - Can match rhyming words - Can recognise own name	- Shows a good understanding of what has been read - Starting to read captions - Reads some of SSS2	- Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words - Can read some Gruffalo and high frequency words
Writing	Can copy some recognisable letter shapes from their name	Can write recognisable letter shapes for speed sounds set 1 (kinetic letters style)	Writes some lower case letters correctly using a tripod grip	Write recognisable letters, most of which are correctly formed

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	- Can retrace letter patterns e.g. mmmmm, cccccccc, eeeeeeee, vvvvvvvv - Shows an interest in making marks on paper including letter shapes	Writes at least initial sounds for words – more able to write CVC	- Writes CVC/CCVC words and labels using speed sounds set 1 & 2 - Beginning to spell some 'Gruffalo' words - Starting to write simple captions - Begin to use finger spaces between words	- Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others - Spells some 'Gruffalo' words - Uses some upper case letters
Mathematics				
Number	- Has a good understanding of numbers to 5 - Count by rote to 10 and subitises to 3 - Knows that the amount stays the same even when objects are rearranged	- Can subitise to 5 - Talk about different ways amounts of up to 5 can be made	- Developing sense of numbers beyond 5 and can subitise to 6 - Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10 - Links subtraction and addition facts to composition of numbers to 5 and then to 10 - Recalls some double facts to 10	- Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts
Numerical patterns	- Compares amounts using the language of 'more' and 'less' - Recognises numerals to 5 and matches to amount - Orders numbers to 5	- Counts objects accurately up to 5 with 1:1 correspondence and knows that the last number identifies how many are in the set - Identify when a group of objects is the same /less/more than	- Can count beyond 10 and is starting to recognise the pattern of the counting system to help with counting - Recognises numbers to 5 and can put them in order - Recognises patterns within number e.g. 2's, 10's	- Verbally count beyond 20, recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Shape, space and measure	- Uses some everyday language to talk about and compare size and shape - Explores weight, length and capacity through play e.g. filling containers in the water tray	- Uses some shape names appropriately - Uses positional language correctly e.g. behind, next to, in front - Recognises a repeated pattern and is beginning to create own patterns and arrangements	- Uses mathematical language to compare and talk about shape and size - Creates a repeated pattern with colour and shape - Is confident to compare weight, length and capacity using simple language e.g. more/less than, longer/shorter, heavier/lighter	
Understanding of the World				
Past and present	- Talks in detail about own family - Shares scrap book and re call past events in detail e.g. a trip to the aquarium	- Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and events e.g. Remembrance day, Bonfire night. - Recognises the differences between themselves now and as a baby	- Talks about significant historical events and how things were different in the past - Understand that dinosaurs lived in the past, and how they came to be extinct.	- Talks about the lives of the people around them and their roles in society - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling
People, culture and communities	Talk about the world around them and the people and places that are familiar to them	- Listens carefully to stories about different places and is beginning to recognise that different places have different features e.g. the difference between life in this country and others - Knows about some celebrations and is able to talk about them e.g. Christmas, Diwali	- Has a good understanding of the wider world and draws comparisons between own local environment and other places e.g. Antarctica. - Looks at and creates own maps of school/local environment	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Know some similarities and differences between different religious and cultural communities in this

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		Be able to talk about what Christmas is like in another country	- Describes a journey within the local environment. - Retelling key points in the Easter story. - Understands the importance of farming within the community - Knows that assembly is part of the life of the school community	- country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
The natural world	- Explore the natural world and talk about things they notice - Recognise changes and describe what is happening e.g. leaves falling	- Describes some features of plants and animals and identifies when things are the same/different - Notices, observes and talks about seasonal changes (ice melting)	- Has a good general knowledge about living things and the natural world (for example the life-cycle and caring for chicks and tadpoles). - Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal. - Understands the difference between farmland and cities - Recognise where they live in relation to the universe.	- Explore the natural world around them, making observations and drawing pictures of animals and plants - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
Expressive arts and design				
Creating with materials	- Knows what scissors and glue is for - Uses a pencil and a paintbrush to form lines and circles and a range of other shapes - Explore mixing colours	- Use a variety of techniques and materials e.g. paint, collage - Begin to make snips in paper - Makes independent choices about the resources needs and talks about creations - Uses moulding tools with malleable materials - Is beginning to plan a design before starting - Explores printing with different media - Produces a gingerbread man, by weighing, mixing and decorating.	- Uses different techniques and materials to achieve a desired effect and can talk about what they have created - Cuts along curved lines with scissors - Uses a wide range of tools and equipment and selects the most appropriate tool/joining material for the job - Mixes colours to produce different shades - Combines materials to create different textures - Uses a range of shapes and colours to represent observational drawings	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories - Manipulate natural objects to create ephemeral art
Being imaginative and expressive	- Experiments with a range of percussion instruments - Joins in with singing a familiar song in a group - Freely access the role play and small world areas, sometimes playing with others to develop a story line	- Plays alongside others to develop story lines in role play or small world - Sings familiar songs freely - Rehearses for and performs in the Nativity - Moves appropriately in response to music	- Can compose and play a simple rhythm using a drum - Collects/creates own props to develop role play/small world story lines	- Invent, adapt and recount narratives and stories with peers and their teacher - Sing a range of well-known nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

Curriculum Intent. What is our aim?:

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At Grange Infant School our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and uniqueness to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make good progress in the EYFS at Grange, it is our intent to take into consideration their starting points and needs of our pupils as they begin their learning journey. Many of our pupils arrive well below national expectations for their age and a high proportion come from disadvantaged backgrounds and with complex needs. We have to teach them how to listen, speak and meet the high expectations for behaviour. As such, we prioritise personal, social and emotional development and communication and language at the beginning of our curriculum. Every child has access to a broad, balanced and differentiated curriculum, which prepares them for their future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development in order for children to meet their key milestones throughout the year.

Our EYFS curriculum aims to encourage our children to:

- Be motivated to investigate and to experience new things and 'have a go'
- Keep on trying if they encounter difficulties and enjoy their achievements
- Develop their own ideas, make links and develop strategies for doing things

It is our intent to ensure that all children will receive the teaching of early reading through systematic, synthetic phonics in Read Write Inc, to learn to read words and simple sentences accurately by the end of Reception.

What is the curriculum?

At Grange Infant School we follow the Early Years Foundation Stage framework. This is made up of four overriding principles which our early year's education is based upon:

- **Unique Child** – Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** – Children learn to be strong and independent through positive relationships.
- **Enabling Environments** – Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** – Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

The curriculum provides a play-based and experiential learning environment, combined with focussed teaching and basic skills, to ensure children make rapid progress before moving onto Year 1. The children in Reception are provided with ample learning opportunities accessible in our indoor and outdoor provision. They engage in planned, focussed adult-directed activities as well as self-initiated and free flow activities (Busy Bee time). The learning experiences within our Early Years are linked to the seven areas of learning and development within the EYFS. These areas are split into three prime areas and four specific areas. The three prime areas are those, which children should develop first and are considered most essential for the healthy development and future learning of our children.

These include:

- **Communication and Language** – involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. At Grange we have adopted the 'key person' approach in the endeavour to develop speaking and listening skills. We also deliver a language and listening programme to our children with language difficulties.

Personal, Social and Emotional Development – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

- **Physical Development** – involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

As children grow and make progress in the prime areas, this will help them to naturally develop skills within the four specific areas.

These are:

- **Literacy** – the early teaching of literacy involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

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- **Mathematics** – the early teaching of mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and describing shapes, spaces, and measures.
- **Understanding the World** – this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.
- **Expressive Arts and Design** – this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Curriculum Implementation. How do we teach it?:

Pupils learn through a balance of child-initiated and adult-directed activities. Our timetable is carefully structured so that children have rigorous directed teaching in Phonics, Maths and English everyday. These sessions are followed by group work where children work with a member of staff to develop their individual targets. Each week we rotate our group work focus between English and Maths. This focused group time means the teacher can systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Their adult-directed learning is then documented in their own book.

Children benefit from meaningful learning across the curriculum and staff plan resourcefully for opportunities for communication, sustained shared thinking and physical challenge to build on existing skills taking into account the Characteristics of Effective Learning, which underpin everything we do in the EYFS at Grange.

Rich first hand experiences (inside, outdoors, visitors and school trips) to widen experiences and promote awe and wonder. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas. New vocabulary and concepts through reading will excite and engage all learners which includes staff modelling correct language and asking high quality questions, particularly during child initiated learning.

Our curriculum will promote and support children's emotional security and development of their character enabling children to take risks in a safe and secure environment. Supporting children to be active and to develop physically including giving clear messages to children why it is important to eat, drink and exercise as well as to be kind to others.

We use 'Tapestry' at Grange to document each individual child's 'wow moments' and learning journey and to plan for interests and next steps. Parents can also add crucial information to this platform, helping the team to consider the 'whole child' when assessing at the key milestones throughout the year. Tapestry is also supplemented with exercise books for literacy and maths, which evidence progress throughout the year.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to scaffold children who may not be reaching their potential or moving on children who are advancing quickly. This includes, for example, language and listening – our language intervention to promote and encourage high quality interactions or hand gym to support fine motor development. Children who are advancing through the curriculum quickly are provided with additional phonics sessions with the rest of the school. This enables them to be challenged within their capabilities and extend their learning.

Curriculum Impact. How do we know what the children have learnt?:

Our curriculum needs to meet the needs of our children, including our disadvantaged pupils and those with SEND, so we reflect regularly on our provision and evaluate what the children have learnt. This is achieved through interacting with the children, observing their learning experiences, looking at pupil work and analysing data during pupil progress meetings. We review our continuous provision planning fortnightly to analyse the concepts the children have grasped and to plan for any additional learning opportunities. Class teachers conduct observations to make formative assessments to build upon the children's current learning and inform future planning. We also track their progress against our personalised milestones. Our Assessment judgements have been moderated both in school and externally with local schools, which has validated our school curriculum and judgements. We strive to ensure that our children achieve a good level of development and many of the early learning goals at the end of Reception and are well prepared for year 1.